



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12551751
SAU: MSAD 61
School: Stevens Brook School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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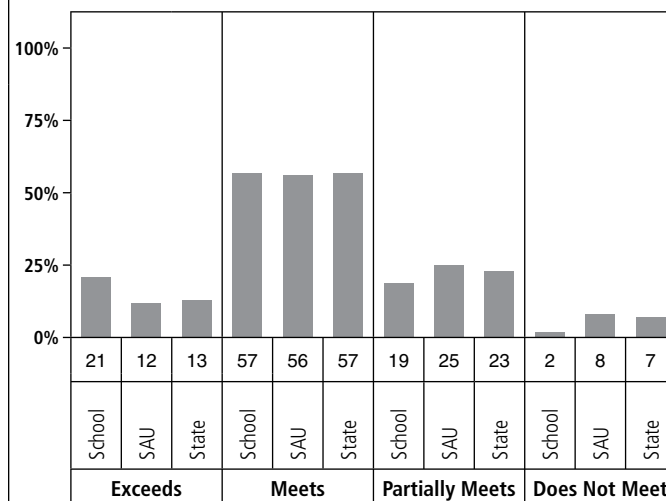
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

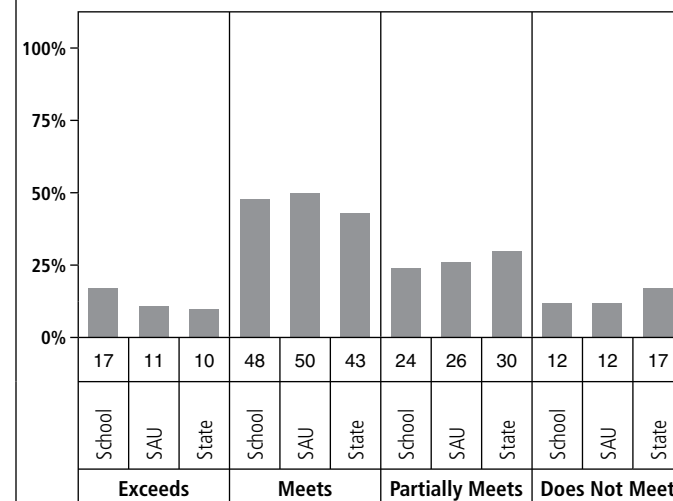
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	646	647	644
2006–2007	647	647	646
2007–2008	652	647	648
Cum. Avg. *	648	647	646
Mathematics			
2005–2006	644	645	641
2006–2007	642	644	643
2007–2008	647	645	642
Cum. Avg. *	644	645	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 61
 School: Stevens Brook School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	42	100	145	100	14365	100	42	100	145	100	14266	99	42	100	145	100	14268	99						
Ethnicity African American/Black	0	0	1	1	418	3	0	0	1	100	407	97	0	0	1	100	413	99						
American Indian or Native Alaskan	0	0	1	1	111	1	0	0	1	100	110	99	0	0	1	100	110	99						
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100						
Hispanic	1	2	1	1	149	1	1	100	1	100	147	99	1	100	1	100	147	99						
Caucasian/White	41	98	142	98	13438	94	41	100	142	100	13353	100	41	100	142	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	17	25	17	2518	18	7	100	25	100	2479	99	7	100	25	100	2479	99						
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
Economically disadvantaged	20	48	64	44	5335	37	20	100	64	100	5277	99	20	100	64	100	5279	99						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	32	76	111	77	11613	81	28	67	104	72	11626	81						
Identified disability (PET/IEP)	1	3	3	3	373	3	1	4	3	3	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	0	0	0	0	149	1	0	0	0	0	150	1						
Participation with accommodations	10	24	34	23	2451	17	14	33	41	28	2446	17						
Identified disability (PET/IEP)	6	60	22	65	1909	78	6	43	22	54	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	2	6	85	3	0	0	2	5	84	3						
Other	4	40	10	29	350	14	8	57	17	41	335	14						
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1						
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	6	13	15	10	1176	8
	2006-2007	4	7	13	8	1132	8
	2007-2008	9	21	17	12	1817	13
	Cum. Total*	19	13	45	10	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	20	43	87	57	7612	51
	2006-2007	37	64	109	66	8127	57
	2007-2008	24	57	81	56	8072	57
	Cum. Total*	81	55	277	60	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	16	35	38	25	4080	27
	2006-2007	15	26	30	18	3549	25
	2007-2008	8	19	36	25	3194	23
	Cum. Total*	39	27	104	23	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	4	9	12	8	2005	13
	2006-2007	2	3	13	8	1478	10
	2007-2008	1	2	11	8	981	7
	Cum. Total*	7	5	36	8	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.5	63.4	32.4	57.9	32.7	58.4
Literary Text	28	50	17.4	62.1	16.2	57.9	16.3	58.2
Informational Text	28	50	18.0	64.3	16.2	57.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 61
 School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	9	21	24	57	8	19	1	2	652	145	12	56	25	8	647	14064	13	57	23	7	648
Ethnicity																						
African American/Black	0										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										1						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	41	9	22	23	56	8	20	1	2	652	142	12	55	25	8	647	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	7	1	14	1	14	4	57	1	14	641	25	4	12	52	32	635	2282	2	29	42	27	636
No	35	8	23	23	66	4	11	0	0	654	120	13	65	19	3	650	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	42	9	21	24	57	8	19	1	2	652	145	12	56	25	8	647	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	20	3	15	10	50	6	30	1	5	648	64	9	47	31	13	644	5153	6	51	31	12	643
No	22	6	27	14	64	2	9	0	0	655	81	14	63	20	4	650	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	42	9	21	24	57	8	19	1	2	652	145	12	56	25	8	647	14057	13	57	23	7	648
Gender																						
Female	23	8	35	14	61	1	4	0	0	657	69	20	61	16	3	651	6967	16	59	20	5	650
Male	19	1	5	10	53	7	37	1	5	645	76	4	51	33	12	644	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										4						1186	6	41	42	11	642
No	42	9	21	24	57	8	19	1	2	652	141	12	56	25	7	648	12878	14	59	21	7	648
Gifted/talented program																						
Yes	12	5	42	7	58	0	0	0	0	662	26	35	65	0	0	660	557	50	48	2	0	661
No	30	4	13	17	57	8	27	1	3	648	119	7	54	30	9	645	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	636	3	0	0	50	50	631	6	7	43	30	20	641
B. less than one hour	76	6	19	19	59	6	19	1	3	651	59	13	54	27	6	648	56	13	58	23	6	648
C. one to two hours	21	3	33	5	56	1	11	0	0	657	37	9	66	19	6	648	34	15	60	20	5	649
D. more than two hours	0										1	0	50	50	0	641	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	5	28	10	56	2	11	1	6	654	47	16	54	21	9	649	40	17	60	19	5	650
B. They match some of what I have learned.	40	3	18	13	76	1	6	0	0	652	40	7	66	22	5	647	48	12	59	23	6	648
C. They match just a little of what I have learned.	10	0	0	1	25	3	75	0	0	641	8	0	50	50	0	644	9	7	45	34	15	643
D. There is no match.	7	1	33	0	0	2	67	0	0	645	5	14	14	43	29	638	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	5	31	9	56	1	6	1	6	656	40	16	63	14	7	651	28	26	58	11	4	653
B. good	55	3	13	14	61	6	26	0	0	649	43	8	61	26	5	647	54	9	61	24	6	647
C. fair	7	1	33	1	33	1	33	0	0	650	15	9	36	41	14	641	16	3	48	37	13	642
D. poor	0										2	0	0	100	0	634	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	1	25	3	75	0	0	643	13	11	39	44	6	644	15	10	48	27	15	644
B. about the same as my regular schoolwork	51	4	19	15	71	2	10	0	0	654	59	11	58	24	7	648	66	13	59	22	5	649
C. easier than my regular schoolwork	39	5	31	7	44	3	19	1	6	651	28	13	60	18	10	648	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	2	0	0	0	0	1	100	0	0	636	6	0	11	56	33	632	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	45	2	11	11	58	5	26	1	5	649	45	6	60	27	6	646	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	52	7	32	13	59	2	9	0	0	654	49	17	61	16	6	650	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	3	19	9	56	4	25	0	0	652	40	11	49	33	7	646	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	56	6	26	13	57	3	13	1	4	652	57	12	62	19	7	649	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	100	0	0	0	0	649	3	0	75	0	25	641	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	21	3	33	3	33	3	33	0	0	652	22	19	52	23	6	650	19	19	58	17	6	651
B. 20 minutes to an hour	60	6	24	15	60	4	16	0	0	653	60	11	60	24	5	648	51	15	60	20	5	649
C. less than 20 minutes	7	0	0	3	100	0	0	0	0	650	8	0	73	27	0	645	12	9	56	26	9	646
D. I rarely read at home.	12	0	0	3	60	1	20	1	20	643	10	0	33	33	33	638	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	620						
C.	100	0	0	0	0	1	100	0	0	634	25	0	0	100	0	634						
D.	0										50	0	100	0	0	654						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	8	17	24	16	1463	10
	2006-2007	6	10	25	15	2092	15
	2007-2008	7	17	16	11	1474	10
	Cum. Total*	21	14	65	14	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	17	37	65	43	5914	40
	2006-2007	23	40	66	40	5731	40
	2007-2008	20	48	73	50	6008	43
	Cum. Total*	60	41	204	44	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	12	26	43	28	4494	30
	2006-2007	21	36	56	34	4175	29
	2007-2008	10	24	38	26	4244	30
	Cum. Total*	43	29	137	30	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	9	20	20	13	3014	20
	2006-2007	8	14	18	11	2308	16
	2007-2008	5	12	18	12	2346	17
	Cum. Total*	22	15	56	12	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	10.9	57.4	10.5	55.3	9.6	50.5
Cluster 2: Shape and Size	15	27	8.9	59.3	8.8	58.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.1	58.6	4.3	61.4	4.2	60.0
Cluster 4: Patterns	15	27	9.2	61.3	8.2	54.7	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	7	17	20	48	10	24	5	12	647	145	11	50	26	12	645	14072	10	43	30	17	642
Ethnicity																						
African American/Black	0										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										1						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	41	7	17	20	49	9	22	5	12	647	142	11	51	26	13	645	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	1	14	2	29	638	25	0	24	20	56	628	2283	2	18	31	49	627
No	35	7	20	16	46	9	26	3	9	649	120	13	56	28	3	649	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	42	7	17	20	48	10	24	5	12	647	145	11	50	26	12	645	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	20	2	10	7	35	6	30	5	25	642	64	5	41	38	17	641	5160	4	34	36	26	636
No	22	5	23	13	59	4	18	0	0	651	81	16	58	17	9	649	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	42	7	17	20	48	10	24	5	12	647	145	11	50	26	12	645	14065	10	43	30	17	642
Gender																						
Female	23	6	26	12	52	5	22	0	0	652	69	13	65	17	4	650	6974	10	43	31	16	642
Male	19	1	5	8	42	5	26	5	26	641	76	9	37	34	20	641	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										4						1192	4	23	43	30	634
No	42	7	17	20	48	10	24	5	12	647	141	11	52	24	13	646	12880	11	44	29	15	643
Gifted/talented program																						
Yes	12	7	58	5	42	0	0	0	0	664	26	46	54	0	0	663	557	53	42	4	0	663
No	30	0	0	15	50	10	33	5	17	641	119	3	50	32	15	642	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	620	3	0	25	25	50	631	6	6	33	31	31	635
B. less than one hour	76	4	13	15	47	9	28	4	13	645	59	12	48	26	14	645	56	11	43	30	16	643
C. one to two hours	21	3	33	5	56	1	11	0	0	658	37	11	57	26	6	648	34	11	45	30	14	644
D. more than two hours	0										1	0	50	0	50	640	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	64	6	22	17	63	3	11	1	4	652	64	14	62	21	3	650	45	14	47	28	11	646
B. They match some of what I have learned.	29	0	0	3	25	6	50	3	25	638	28	5	33	43	20	640	43	8	43	33	17	641
C. They match just a little of what I have learned.	5	1	50	0	0	1	50	0	0	652	3	20	40	40	0	649	9	6	30	33	32	635
D. There is no match.	2	0	0	0	0	0	0	1	100	610	5	0	0	0	100	615	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	4	33	6	50	0	0	2	17	652	33	26	51	13	11	652	29	24	51	17	8	651
B. good	55	3	13	11	48	7	30	2	9	646	49	6	54	33	7	645	48	6	45	33	16	641
C. fair	14	0	0	2	33	3	50	1	17	641	16	0	35	35	30	636	19	1	29	42	28	634
D. poor	2	0	0	1	100	0	0	0	0	650	2	0	67	0	33	633	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	1	33	1	33	1	33	637	21	10	37	30	23	641	24	5	38	33	24	638
B. about the same as my regular schoolwork	81	4	12	17	50	9	26	4	12	646	67	8	53	27	11	645	62	9	45	31	14	643
C. easier than my regular schoolwork	12	3	60	2	40	0	0	0	0	662	12	29	59	12	0	655	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	33	4	29	5	36	2	14	3	21	646	41	12	41	34	12	644	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	67	3	11	15	54	8	29	2	7	648	58	10	57	20	13	646	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	100	0	0	0	670	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	1	20	4	80	0	0	0	0	653	37	13	52	19	15	645	17	8	39	30	22	639
B. two or three days a week	51	3	14	12	57	4	19	2	10	650	35	8	55	27	10	647	34	11	44	31	14	643
C. two or three times each month	27	2	18	3	27	4	36	2	18	642	19	15	46	27	12	646	31	12	44	29	15	644
D. never or almost never	10	1	25	1	25	1	25	1	25	643	9	8	38	46	8	642	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	33	5	36	4	29	3	21	2	14	649	29	20	41	24	15	646	11	11	37	29	23	641
B. two or three days a week	40	1	6	10	59	3	18	3	18	645	48	10	49	28	13	646	32	11	44	30	15	643
C. two or three times each month	24	1	10	6	60	3	30	0	0	649	18	4	69	27	0	648	32	11	45	30	15	643
D. never or almost never	2	0	0	0	0	1	100	0	0	638	6	0	38	25	38	634	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	1	33	0	0	2	67	631	3	0	20	0	80	627	7	6	29	33	32	635
B. 30–45 minutes	26	0	0	5	45	4	36	2	18	641	13	6	28	50	17	641	37	8	39	34	20	640
C. 45–60 minutes	33	2	14	7	50	5	36	0	0	650	30	7	51	26	16	643	42	13	47	28	12	645
D. more than 60 minutes	33	5	36	7	50	1	7	1	7	653	54	16	56	23	5	649	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	614						
C.	100	0	0	0	0	0	0	1	100	610	25	0	0	0	100	610						
D.	0										50	0	100	0	0	656						